



LESSON PLAN

Lesson Title: Shape It Up!

Content Area & Arts Discipline: Geometry/ Movement & Visual Arts

Date:

Lesson Author (Teacher or Teaching Artist): West Lauderdale Elementary Arts Integration Committee

Grade Level: 1st

Proposed Time Frame: 1 week

Room Requirements/Arrangement: open space

Materials/Equipment: popsicle sticks, string, large stretchy bands (exercise bands), construction paper shapes, unlined paper, glue

Resources: youtube video (2D Shapes I know by Harry Kindergarten), art prints

Vocabulary: triangle, square, circle, rectangle, defining attributes, non-defining attributes, equal, sides, vertex (vertices)

BIG IDEA & LEARNING OBJECTIVES

What will the students leave knowing?

Students will identify defining and non-defining attributes of shapes.

Students will use their bodies to create geometric shapes.

Students will identify examples of shape in works of art as well as in the environment.

Students will create original works of art using shapes.

SUMMARY

Give a brief overview of the lesson

1. Introduce the lesson by showing a youtube video (2D Shapes I know by Harry Kindergarten) and taking a shape walk around the school or classroom.
2. TLW use stretchy bands to create shapes with their bodies.
3. TTW give TL materials to create the various shapes. TLW work with a small group to create their own shapes and label with the shape name. TLW also label the sides and vertices.
4. TTW show TL an art print containing various representations of shapes. TTW guide TL to list the defining (sides, vertices) and non-defining (color, size) attributes of the shapes they found in the art print.
5. Assessment: TLW create a picture using pre-cut shapes. TLW be given a rubric to follow (ie. Use 3 triangles, use 4 squares, etc.).

LESSON INSTRUCTION

List the steps of the lesson by following the outline below:

Engaging Students (“the hook”): TTW engage TL by using a video to activate prior knowledge and using movement and hands-on activities.

Building Knowledge: TTW review vocabulary (shape names) and introduce new vocabulary (sides, vertex, etc.).

Modeling the Experience:

Applying Understanding: TLW will be able to understand the defining and non-defining attributes of shapes by creating the different shapes with their bodies, popsicle sticks, and string and by listing the defining vs. non-defining attributes of shapes found in an art print.

Creating Opportunities for Reflection (Closing): There will be an opportunity for TL to share what they have learned at the end of the lessons.

Assessing the Learning: Students will create a picture using pre-cut shapes and following a rubric.

STANDARDS
&
PRINCIPLES

State Content Standards: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Visual & Performing Arts Standards: Dance 2b. Use body alone and with partners to create geometric shapes and other forms.

Visual Arts 2c. Identify examples of color, line, shape, balance, texture and pattern in works of art and design as well as in the environment.

Visual Arts 2d. Create original works of art using color, line, shape, balance, texture

and pattern.

Principles of Universal Design for Learning (at least one from each of the three guiding principles):

Provide options for perception 1.1,1.2,1.3

Provide options for language and symbols 2.1, 2.5

Provide options for comprehension 3.1

Provide options for expression and communication 5.2

Provide options for sustaining effort and persistence 8.3

MISC NOTES

Extended Learning Activities:

TIPS/FAQs: